

VACATION SCHOOLS.

BOROUGHS OF MANHATTAN AND THE BRONX.

JULY AND AUGUST, 1899.

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KINDERGARTEN.

OUTLINE OF COURSE OF STUDY.

The general purpose of this Kindergarten course of study is to multiply the experiences and broaden the horizon of the child by taking him on imaginary trips to the small parks near his home, to Central Park, to the seashore and to a farm.

In returning his attention is directed to the busy street in which he lives, the many workmen he sees about him, and lastly to his own home, his family and his neighbors.

The central object of interest in the class-room each week will be the sand court in which will be represented the various scenes of life suggested by the topics.

FIRST WEEK.

General Topic: A Visit to Central Park. Suggestions for conversations, stories, songs.

Monday. Getting acquainted; our names; learning to say good morning and to shake hands; clean hands. Where do you live? Is there a tree in your street? Is there a park near? What is in it? Who takes you there? Do you like to go? Would you like to hear a story about some children who went to Central Park? Story told and picture shown. Did you ever hear a bird sing in a park? Can you sing? Let us try to sing a little song now. Teach a simple morning song and a finger exercise.

Tuesday. Good morning. Sing song learned. Our names; are all the children here? Names of things in school-room; compare with things at home; school-room larger; more windows; more seats; more children. Try to count windows, seats, children, handkerchiefs; cleanliness. Story continued about children who went to big park; the ride (play train in games); carrying the baskets with lunch; how they knew when they reached the park; many trees; the grass (signs); the paths; climbing big rocks; the pond, the boats, feeding the swans; playing ball; going under a bridge (play bridge in games); watching the horses and carriages (play horse in games).

Teach a song about trees or birds.

Wednesday. Good morning; clean hands; names; songs; finger exercises; show pictures of animals. Story of children's visit to Central Park reviewed and continued; looking at the animals in the park; the workmen who take care of them, feeding them, etc.

Songs of trees, birds and other animals.

Thursday. Review; story of visit to park continued; seeing the men cut the grass, gather stones in wheelbarrows, feed the animals, water the roads, etc. Song about any work mentioned in the story.

Friday. Review; completing scene in sand-box; everything in it named; look at pictures and objects made during the week and talk about them.

Songs of the week.

HAND WORK FOR FIRST WEEK.

1. Work in sand trays every day as suggested.
2. Brush work and drawing.
3. Clay Modeling.
4. Paper cutting, folding, pasting, etc.

Monday. Cutting green paper for grass; making a tree from green paper fringe fastened on a twig or splint; a sign "Keep off the Grass" (explain when necessary to have one); a swing.

Tuesday. Making more trees; brooms, by fringing manilla paper and fastening as before; folding many windows for windows of room or car; folding and pasting an engine.

Wednesday. Making wagon of paper, splints, and parquetry circles; paper balls for stones or paper grass to fill wagons; making large tissue paper balls to play with on grass, or in games; also wreaths of tissue paper by twisting or braiding several colors together.

Friday. Making paper bags for crackers; boats or balloons; a few children make objects in wood, as a wagon from a box, a mallet with a spool and stick, a cage with box and splints; benches, boats, etc.

GAMES FOR FIRST WEEK.

Imitative exercises and games :

I put my right hand in.

In and out the windows.

Walk, run, skip, fly, around the ring.

Quiet games, bowing, beckoning.

Motions as of wheel rolling, swinging, ticking, sawing, pounding, drumming, tooting, sewing, cutting, raining, rubbing, washing, ironing. Driving horse with reins. Holding up arms for branches of trees.

The trees are waving.

Did you ever see a lassie? Ball games.

This is the way that we form our ring.

NOTE.—If these motions are practiced for a few days, or the first week in a ring, accompanied by descriptive rhymes spoken by the teacher only, the children will be prepared to enter upon more complete games later on.

SECOND WEEK.

General Topic : A Visit to the Seashore. Suggestions for conversations ; stories ; songs.

Monday. Where did our sand come from? Brought to school in a big barrel in a wagon. Where did the men find it? Show picture of the seashore with children digging, wading, etc.; tell how they got there; would you like to go? Perhaps you will some day. To-day we will play we are at the seashore. Arrange sand-box to represent the beach using colored paper for water and sloping the sand towards it. Place shells and pebbles, a few paper dolls for children; little pails and shovels.

Tuesday. Show pictures of excursion boats; play our room is a big boat; build pier with chairs; have ropes to tie boat; have a basin of water; sail little boats on it; story of doll's ride in Johnny's boat. Shall we make boats to-day and dollies to ride in them? Boat song. Add pier and boats in sand-box.

Wednesday. Foot-prints on the sand; wet sand; children make holes with fingers; pour in water; what becomes of it; big waves; one caught a little boy who was wading; little children must watch when they wade; how the big waves make children run; play we are wading (several of the children in a line holding hands represent the waves and run forward waving arms while those who are wading run back); roll up sleeves and play splash in water; imitate shaking water from fingers; play taste the water and find it salty. Add bathing houses to sand-box and speak of cleanliness. Boat song.

Thursday. Talk of board walks; tents; pavilions; hotels; and place them in the sand-box; make seat in sand for mamma while we play. Place large umbrella for her; gather some pretty shells and pebbles for her. Boat song.

Friday. Show a large shell and many small ones; talk of colors and shapes; listen to the sound of the sea in the big one. Count the shells; how do they get on the seashore? The big waves that bring them; children play as on Wednesday that they are big waves bringing us shells and pebbles from the sea; others gather them; fishes far out in the water; our aquarium.

HAND WORK FOR SECOND WEEK.

1. Individual work in sand trays every day, following work done in sand-box.
2. Clay Modelling. Boats, pails, pebbles, shells.
3. Brush Work and Drawing.
4. Paper cutting, folding, pasting, etc.

Monday. Cutting paper dolls; or making them of clothes-pins and tissue paper; pails and shovels (cut or fold).

Tuesday. Make boats of paper and wood; lesson in tying ropes or making paper chains.

Wednesday. Make bath-houses; cut bathing clothes and hang them on lines.

Thursday. Fold tents; umbrellas; benches of paper or wood.

Friday. Cut fishes; make soapy water compare to foam on the sea; make soap bubbles.

GAMES FOR SECOND WEEK.

Once I got into a boat.

The little birds hop.

Baby is a sailor boy.

The jolly frogs.

Here we sail in our golden boat.

Pitter, patter.

Hand in hand you see us well.

"Give," says the little stream.

Fly little birds.

The train now is starting.

NOTE.—A few of these games refer to the work of the first week. The games and songs should be connecting links from week to week.

THIRD WEEK.

General Topic; A Visit to a Farm. Suggestions for conversations, etc.

Monday. Show pictures of the country; compare with park; the barn-yard; name animals; sounds they make. (See Froebel's Mother Play.) Inclose a barn-yard and place toy animals in sand-box; play barn-yard, the children making different sounds.

Tuesday. Visit of Alice to Farmer Brown; the journey; country road and wagon; compare with city streets; the grass, trees, flowers; many daisies; making daisy chains; feeding the chickens; hunting for eggs; feeding and watering the cows and horses; the well; milking. Build farmer's house and barn on sand-box; place road, fence, wagon; dig well.

Wednesday. Alice sees Farmer Brown plow; planting oats, corn, beans; his vegetable garden; show spade, hoe, rake.

Song of the farmer begun. Place tools in sand-box; place the box of growing oats for his field; farmer's song.

Thursday. The hay-ride; show pictures: raking hay; putting in barn; climbing the ladder; how children play in the hay; the orchard; picking apples. Song of farmer continued.

Friday. Churning day. Soap bubble party.

HAND WORK FOR THIRD WEEK.

1. Work in sand trays with miniature tools every day; imitating plowing, using hands as plow; give corn to sow carefully in rows; repeat this several days saying each day—who wants to play farmer again? Dig wells every day. Use small boxes of toy animals.

2. Clay Modeling. Animals; apples; eggs.

3. Brush Work and Drawing. 4. Paper and Wood.

Monday. Trees, country house; barn; trough; animals.

Tuesday. Fold engine and cars, connecting with splints; make eggs of tissue paper and fold baskets to hold them; roll strips for legs of milking stools; pails.

Wednesday. Cut or fold tools; making ladders of rolled strips and splints.

Thursday. Make hay cart; rake; barn; trees.

Friday. Make churns of spools and sticks, or fold of paper; make a well.

GAMES FOR THIRD WEEK.

(Nature games and songs mainly.)

In the branches of a tree.

Mr. Rooster does nothing but crow.

My pigeon house.

Good Mother Hen.

Grasshopper green.

The farmer.

I'm a little busy bee.

Little boy blue.

The squirrel loves a pleasant place. ✓

Skim, skim, skim.

FOURTH WEEK.

General Topic: The City—Our Street. Suggestions for conversations, etc.

Monday. Story of two children who spent a whole week in the country; glad to come home; wanted to see mother and little baby brother; conductor calling out stations; at last, "All out for New York"; glad to see so many houses once more; to hear the noise; cabmen; news-boys; cable cars, etc. All the lamps and electric lights were lighted when the train reached New York. Father met them and they all rode down town in cable car; carried bag and bunch of flowers; how the children on the street ran to meet them; welcome home; gave flowers to mother.

Dramatize this story; play train; have conductor; cabmen; news-boys; lamp-lighters, etc.

Tuesday. Continue story; children wake up next morning; look out of window; see so many houses; so many people; so many children; so many horses and wagons. One said, "This isn't like the country at all"; the other said "No, indeed, this is the city."

Mother says, "Come, run to the store for me; we want some milk for breakfast." The children thought of milking time in the country, and wondered where the man in the store got milk.

Dramatize story of bringing milk to the city; load train; start for city; unload; have milk wagon, milk-man; represent street; deliver milk and pay for it.

Wednesday. More stores and shops; choose from those in neighborhood well known to children; play store; represent counter, etc.

Thursday. The street; who keeps it clean; how little children can help; paving the street; where the stones come from; kind of wagons seen in your street; sound of horses' feet; kind of feet; shoeing horses; the blacksmith.

Lay out streets in sand-box; pave them with building blocks; name them; build houses, churches, school; put flag on school.

Friday. The street continued; some men who help take care of the city—as the policeman; the fireman. Who builds new houses? The carpenter. Continue building in sand-box.

HAND WORK.

1. In sand trays represent train coming in on Monday; indicate streets with blocks and represent street-lamps with sticks or splints; the remaining days use building blocks, making all kinds of houses, naming them, telling what street they are on, either in reality or in imagination.
2. Clay Modeling. A lamp-post; a wagon; a house; a milk can; fruit; horse shoes; anvil; hammer; hose for fireman.
3. Brush Work and Drawing.
4. Paper and wood.

Monday. Paste row of lamp-posts. Fold letters for letter-box; deposit in letter-box of wood.

Tuesday. Make milk-wagon; milk-cans, etc. Roll strips for milk-cans and insert splints for long handle.

Wednesday. Make fruit-venders' cart of small box lids; cut fruit for cart, or make it solid by rolling tissue paper of different colors; make paper bags.

Thursday. Make flags by mounting a blue field and seven red stripes, four short and three long, on a white background; use a splint for flagpole; if time, paste strips on both sides of flag.

Friday. Make a fireman's ladder; carpenter's tools.

GAMES FOR FOURTH WEEK.

(Trade and work games mainly.)

The cobbler.	The blacksmith.	The scissors-grinder.
The tailor	The lamp-lighter,	The store-keeper.
The carpenter.	The postman.	The driver.

FIFTH WEEK.

General Topic: Home. Suggestions for conversations, etc.

Monday. Song of the family illustrated by five children standing in a row as well as by finger games.

When you get tired of playing in the street where do you go? When you are hungry where do you go to get something to eat? When school is out where do you go? Where are you at night when you are fast asleep? Who washes your dress? Does anyone wash you? Where does your father go in the morning? Talk about father's work; brothers; sisters. (Song as above.)

During the conversation show simple home pictures. Teach a lullaby.

Tuesday. Play making bread. Show flour and tell briefly how it comes to the store from the country; the baker; the stove; the oven. Speak of butter for bread and recall "churning day," again connecting city and country.

Wednesday. Play washing day; talk about water; soap; cleanliness; pulley-lines; soap-bubbles.

Thursday. Talk of father's work; review trades mentioned last week in songs; teach the blacksmith or any other song suggested by a father's work.

Friday. Going home; what will you play; doll; doll's house; store; soap-bubbles; make toys; pets; if no pets at home watch horses, sparrows, pigeons in the street; watch the pretty clouds; watch for the moon; the rain drops; sing songs you have learned to the baby. (Place doll's house in the large sand-box and make a garden around it.)

HAND WORK.

1. Work in the sand trays.

Monday. Central Park. *Tuesday.* The Seashore. *Wednesday.* The Barnyard and the Farm. *Thursday.* Build houses in street; wagons; elevated road; lay car tracks; play store; put sand in packages for sugar, salt; make cakes to sell.

Friday. Build the school; flag on it; roof garden; playground.

2. Clay modeling. Loaves of bread; cakes; a wash-tub; cakes of soap; a stove.
3. Brush work and drawing.

4. Paper and wood. Fitting up a doll's house or a store to take home at end of the week; children to be encouraged early in the week to bring boxes; while waiting for them, make mats for the floor; picture frames for the walls; beds, tables, chairs, sofas, lamps, a wash-tub, a stove; curtains; a clock; cakes of soap, brooms, feather dusters to keep clean. It may be possible to paint the boxes; if so, it will give the children great pleasure to do it.

GAMES FOR FIFTH WEEK.

(Social games mainly.)

Good Morning Songs.

Hiding games.

Washing and ironing.

Come, take a little partner.

I have a little pony.

Setting the table.

Visiting neighbors.

Songs of the family.

Slumber Song.

Goodbye Songs.